

THE REPORT OF THE VISITING COMMITTEE

ST. DIDACUS PARISH SCHOOL
4630 34TH STREET
SAN DIEGO, CA 92116
DIOCESE OF SAN DIEGO

WESTERN CATHOLIC EDUCATIONAL ASSOCIATION
AND
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

PROCESS FOR SCHOOL IMPROVEMENT
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VISITING COMMITTEE REPORT

for
St. Didacus Parish School
4630 34th Street
San Diego, CA 92116

Ms. Eileen Ryan, Chairperson
Principal
Our Lady Queen of Angels School
750 Domingo Drive
Newport Beach, CA 92660

Ms. Michaele Durant
Principal
All Hallows Academy
2390 Nautilus Street
La Jolla, CA 92037

Mr. Daniel Schuh
Vice Principal
St. John the Evangelist School
1003 Encinitas Blvd
Encinitas, CA 92024

Ms. Karen Hoyle
Teacher
St. Patrick's -Carlsbad
3820 Pio Pico Drive
Carlsbad, CA 92008

Ms. Julie Garay
Teacher
St. Rose of Lima School
473 3rd Avenue
Chula Vista, CA 91910

Mr. John Rey
Vice President of Advancement
Mater Dei Catholic High School
1615 Mater Dei Dr.
Chula Vista, CA 91913

PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents and students of St. Didacus Parish School for working together to make the school a loving, and caring learning environment.

The team found our three days at St. Didacus Parish School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority. We congratulate you on the progress you have made since your last accreditation in 2004. Through your dedication, you have created an educational program firmly centered in Catholic traditions and values for the benefit of your students.

We sincerely hope that our efforts on your behalf will be instrumental as you continue your journey toward excellence. We leave here confident in your success and we wish you well in the implementation of your Action Plan. We wish to thank all of you, pastor, principal, faculty, staff, parents, and students for your warm and gracious hospitality.

May the Christ we serve bless you with every success as you continue on your path of academic excellence.

Part 1: Context of the School

School/Community Profile

Reference:

- School Self-Study Chapter 1 (School Community Profile)

To what extent has the school compiled and analyzed data (cultural, demographics, financial, survey, and interview) that identified major changes or trends since the last self-study?

St. Didacus Parish School opened in 1939 and now serves the greater North Park Community. The school opened in 1939 with six classrooms and an enrollment of 160 in grades one through eight. Since the last visitation enrollment has remained stable despite declining enrollment in neighboring schools and in very challenging economic times.

St. Didacus Parish School is located in an inner-city, ethnically diverse neighborhood, but also borders one of the wealthier neighborhoods in the city. This ethnic diversity is one of its most distinctive characteristics, with students representing approximately forty countries. Student diversity is both embraced and celebrated by all members of the St. Didacus Parish School community. Many parents are first generation immigrants who serve as role models by their commitment to education as a means to a better future for their children.

Extensive capital improvements have occurred since the last accreditation. These include: a new wrought iron gate, alley closure and security cameras for student safety, renovation of the front office, bathroom renovation, and remodeling of the computer lab.

Financial changes since the last accreditation include: establishment of an endowment for tuition assistance, creation of an annual appeal, and a fund for renovation. Future plans for the building fund include replacing the 70 year old building.

Parishioners sponsor individual students to assist with tuition through the Adopt-a-Student fund. The school has seen an increasing need for tuition assistance over the last few years due to the economic downturn. There is a commitment on the part of the parish and school administration to provide Catholic education for those who desire it.

Attendance is very stable. Students who enroll at St. Didacus Parish School normally stay through graduation. The acceptance rate into the local Catholic high schools has been excellent.

To what extent is the Catholic identity of the school prominent including fostering healthy interactions among teachers, students, parents, stakeholders, and the greater community?

St. Didacus Parish School is accomplishing the goals set forth in its Mission Statement, Philosophy, and Schoolwide Learning Expectations. The school provides a stable atmosphere that is nurturing, family-centered, and grounded in Catholic faith and values. The school's strong spiritual and academic program enables students to be Christ-centered people, life-long learners, effective communicators, and responsible citizens.

The parents commend the school for its commitment to Catholic formation and encouragement of Catholic moral values. The spiritual needs of the students are met through the religion program which is integrated in all areas of school life and across the curriculum. Additionally, the Catholic identity is evident through the students' participation in the school's service opportunities, devotions, liturgies, sacraments, morning assembly, and a variety of prayer services. Symbols of the Roman Catholic Church are prevalent throughout the campus. Each teacher of religion is required to earn the Basic Catechist Certification.

Healthy and supportive interactions among the faculty and staff sustain the integration of the Catholicity that permeates the school environment. This interaction includes timely and appropriate communication from Preschool to Eighth Grade.

Progress Report

References:

- School Self-Study Chapter 2 (Progress Report)
- Accreditation Criterion #11 (The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.)

To what extent have the prior accreditation findings and other pertinent data been used to ensure high achievement of all students and have driven school improvement?

Since the last WCEA/WASC Accreditation ongoing change has occurred. The pastor, principal, faculty, and parents have been very involved in addressing each of the target areas recommended by the previous visiting committee. The school has been diligent each year in working toward completion of each of these target areas. Parents have been intricately involved especially in accomplishing the third and fourth goal. Funds have been raised to ensure that quality Catholic education continues to be a priority for all students at St. Didacus Parish School.

1. Students will grow in their spirituality and faith formation.

Annual education meetings for parents with a guest speaker on the faith development of children followed by classroom teachers' presentations on grade-specific topics have been established. The pastor's participation has included celebrating Mass, visiting classrooms, giving retreats, providing in-service training for teachers, teaching some classes, administering the sacraments, and attendance at school activities and events.

Religion instruction continues to be enhanced in the classroom. Several teachers attend the Religious Education Congress to further expand their knowledge in religion and to obtain new ideas in ways to present the material. Religion permeates the curriculum. A new religion series was evaluated and adopted throughout the school. The use of Gospel Weeklies further enhances the integration of religion into the students' way of life. Their Catholicity is further evidenced on bulletin boards, prayer corners, and a variety of classroom activities.

2. Develop/provide additional curricular resources to assist students in accomplishing the Schoolwide Learning Expectations.

Several programs have been established to assist the students in accomplishing the SLE's. Each year since their last accreditation, additional programs have been added to enrich student learning. These include band, choirs, public speaking skills, jazz classes, and an Art Program. Additional curricular resources are First In Math, use of Smart Boards, laptop cart, Discovery Education, and other multi-media resources.

Students' public speaking skills have been strengthened through frequent opportunities to speak in class, at assemblies, daily prayer, and during Liturgies prepared by each class throughout the year.

3. Develop and implement short and long term plans for continued maintenance and repair of the school plant.

St. Didacus Parish School developed a maintenance plan that assessed the needs of the school plant. A facilities coordinator from the Advisory Board keeps the maintenance plan updated and ensures that the maintenance schedule is on course. A monthly/yearly maintenance schedule is used. Currently, there are funds on deposit under the title "Building Fund" directed toward the renovation of Mercy Hall.

A written plan and schedule for capital improvements has been developed. An architect was hired to draw plans for the renovation of Mercy Hall. This renovation will greatly enhance the educational experience for the students at St. Didacus Parish School.

4. Strengthen the school's ability to provide its quality programs by instituting a comprehensive public relations and development plan.

The school has developed a comprehensive public relations and development plan. The first thing they did was establish an alumni database including former parents, parishioners, grandparents, community supporters, and friends. This information continues to be expanded. Relationships with the parish have been strengthened through the Adopt-A-Student Program.

A public relations program to promote the school's excellence to increase enrollment has resulted in a healthy population for St. Didacus Parish School. Examples of public relation activities are: "Each One-Reach One", word of mouth, Future Vision, and the school's website.

The positive reputation of the preschool program has been instrumental in providing future enrollment for the parish school.

A volunteer grant writer is pursuing grants to update the school. This would include renovating Mercy Hall for use as a library, science lab and art and music room. Grants have also been written for classroom computers, desks and chairs in the seventh and eighth grade, and an endowment.

St. Didacus Parish School enjoys a strong relationship with the neighborhood, outside business sources, alumni, grandparents, parishioners, and friends of the school.

Part II: Self-Study Process

Involvement and Collaboration in Self-Study Process

References:

- School Self-Study (Introduction)
- Accreditation Criterion #1 (Involvement and collaboration of stakeholders in doing the self-study that accomplishes the Key Outcomes of the self-study.)
- Key Outcome #1 (The involvement and collaboration of school/community members in the self-study.)

To what extent has there been involvement and collaboration of stakeholders in the school's Self-Study process?

It is evident that through our on-site visit and the self-study, that the entire school community has been involved in the process. Each year, the Schoolwide Learning Expectations are reviewed by the faculty, parents, students, Advisory Board, PTG, and Development Groups.

Schoolwide Learning Expectations

Reference:

- School Self-Study Chapter 3 (Schoolwide Learning Expectations)
- School Self-Study Chapter 4 (Self-Study Findings)
- Accreditation Criterion #2 (The defining of the school's purpose through schoolwide learning expectations and academic standards.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)

Are the Schoolwide Learning Expectations an articulation of the school's mission and philosophy?

How and to what extent are the SLEs integrated into the total reality of the school?

How and to what extent are the SLEs and academic standards measured?

The Schoolwide Learning Expectations flow from the school's mission and philosophy. St. Didacus Parish School strives to develop students who are Christ-centered, life-long learners, effective communicators, and responsible citizens.

SLE's permeate the school. Teachers strive to make the SLE's a part of everything taught during the school day and refer to them on a daily basis. SLE's are evident in each classroom and throughout the school. The mission, philosophy, and SLE's are prominently displayed in the parish office. A student prayer was created to give reflective meaning to their SLE's. The Visiting Team finds the SLE's to be highly effective.

A rubric was created to allow students to assess their progress toward achieving the SLE's. Teachers evaluate students with this instrument and reflect on their own teaching practices as they relate to the SLE's. Thorough and frequent use of the SLE rubric was evident and highly effective.

Assessment Process

- School Self-Study (all)
- Accreditation Criterion #3 (The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)
- Key Outcome #3 (The assessment of the actual student program and its impact on student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations.)

To what extent is a professionally acceptable assessment process used to collect, disaggregate and analyze student performance data to improve student achievement of the SLEs and academic standards?

The use of a professionally acceptable assessment process has been highly effective in designing the curriculum for St. Didacus Parish School. The principal and faculty are committed to utilizing the test scores to meet individual student learning needs. Longitudinal data obtained from ITBS testing is disaggregated by the principal and teachers. Meetings are held to discuss results of this testing to ensure continuity from grade to grade and that individual student needs are met. Goals and action plans are formulated based upon the data obtained. Informal meetings between teachers occur on a daily basis.

Part III: Quality of School Program

References:

- School Self-Study (all)
- Accreditation Criterion #4 (The acceptable progress by all students toward clearly defined schoolwide learning expectations, academic standards, and other institutional and/or governing authority expectations.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)
- Key Outcome #3 (The assessment of the actual student program and its impact on student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations.)

To what extent is there evidence of acceptable progress by all students to attain SLEs, academic standards and other institutional and/or governing authority expectations?

The students at St. Didacus Parish School have embraced the school's SLE's in a highly effective manner. The mission, philosophy and SLE's are reviewed annually by all stakeholders. This was evidenced by dialogue with students, classroom visitation, teacher and parent interviews, and the overall school environment. Students have internalized the meaning of the SLE's through a special prayer that was created to make the SLE's come alive. Catholic identity at St. Didacus is very strong. From the moment you walk into the school, it is obvious that Catholic identity permeates the school. The pastor is very supportive and regularly participates in school activities. A rubric has been utilized by the teachers to assess student understanding of each component of the SLE. Teachers also use this rubric to reflect on their own teaching practices.

St. Didacus Parish School students' are very well prepared when entering high school. This is evidenced by the longitudinal studies of their ITBS scores. The overall school program reflects their goal of meeting the needs of all students.

To what extent does the school act as an instrument for evangelization where the Gospel message is a lived reality throughout the total school experience?

St. Didacus Parish School has been highly effective in serving as an instrument of evangelization. As an example, since the last accreditation, there have been thirty-eight students and parents involved in the RCIA program. Parents are actively involved in the parish especially through the Religious Education program. Prayer is an integral part of the school day. The students realize that they are evangelists of the Gospel message. Through their Christian service projects, students respond to the local needs of others as well as the global needs. To maintain a positive relationship with the local community, the students

reach out to them in a spirit of hospitality. Also, most recently the students chose to devote their resources to the victims in Haiti as well as participating in the Holy Childhood Association.

Although there is evidence of very effective service projects, the school desires a more formalized program which would include age appropriate projects related to the Gospel message.

Organization for Student Learning

References:

- School Self-Study Chapter 4A (Organization for Student Learning)
- Accreditation Criterion #4 (The acceptable progress by all students toward clearly defined schoolwide learning expectations, academic standards, and other institutional and/or governing authority expectations.)
- Accreditation Criterion #5 (An *Organization for Student Learning* that supports high achievement for all students.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)
- Key Outcome #3 (The assessment of the actual student program and its impact on student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations.)

To what extent do all structures of the school's organization (leadership, governance, staff and environment) focus on facilitating achievement for all students?

The entire school community works together in a very effective manner to provide a quality Catholic education to the students. The pastor strongly supports the school and participates in many activities. The principal has created an environment of spirituality, openness, and diligence toward high academic achievement for the school community. The principal meets individually with all teachers to discuss the results of the ITBS scores.

Teachers modify curriculum accordingly to meet the needs of each student. The faculty has open communication with the parents, students, and each other. This is evidenced through the teachers' regular pod and grade level meetings. The School Board, Development Committee, and PTG have all been very effective in assisting the principal in fulfilling the goals since the last accreditation and planning for the future. It is important to note that the administration and staff have expressed a need to provide a vice-principal to help with the increasing responsibilities of the administration of the school.

Curriculum and Instruction

References:

- School Self-Study Chapter 4B (Curriculum and Instruction)
- Accreditation Criterion #4 (The acceptable progress by all students toward clearly defined schoolwide learning expectations, academic standards, and other institutional and/or governing authority expectations.)

- Accreditation Criterion #6 (*Curriculum and Instruction* that supports high achievement for all students.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)
- Key Outcome #3 (The assessment of the actual student program and its impact on student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations.)

To what extent does the curricular content, methodology, instruction and assessment support high achievement for all students?

St. Didacus Parish School is effective in providing each student a challenging, comprehensive, and relevant curriculum that fulfills the school's mission and philosophy. The goals of instruction are to strengthen Catholic identity and enable students to become knowledgeable, Christ-centered, life-long learners, effective communicators, and responsible citizens.

The curriculum is driven by the Schoolwide Learning Expectations which are in alignment with Diocesan and State Standards. The teachers design and implement lessons that are geared toward the achievement of SLE's for all students. Teachers have developed a comprehensive rubric that assists in evaluating student SLE achievement.

Some accommodations are made for students with diverse learning needs through differentiated and modified instruction. Teachers incorporate a variety of methodologies in their lessons. These include but are not limited to kinesthetic, auditory, visual and spatial instruction. Technology in the classroom enhances the educational program. Teacher assistants and volunteers are available for differentiated instruction and support students who need extra help. Teachers are available during lunch and after school for individual and group tutoring.

Religion permeates the school. Catholicity is integrated throughout the curriculum. This is evidenced through class discussions, cross-curricular activities, music, and student led prayer services.

A variety of both formal and informal assessments are used by the teachers including portfolios, rubrics, ACRE test results, and teacher made tests. To ensure that the curriculum is addressing all student needs, teachers and principal meet regularly to discuss the results of standardized tests and develop curricular goals. In addition to the standardized tests, teachers are always assessing students through a variety of ways to ensure that they are meeting all student needs.

Recognizing that some students have very specific needs, the school has established a goal to better identify and accommodate these students to ensure that they grow academically. They will further evaluate their programs and plans to ensure that they are effective in promoting academic growth for students with special learning needs.

Support for Personal, Spiritual and Academic Growth

References:

- School Self-Study Chapter 4C (Support for Personal, Spiritual and Academic Growth)
- Accreditation Criterion #4 (The acceptable progress by all students toward clearly defined schoolwide learning expectations, academic standards, and other institutional and/or governing authority expectations.)
- Accreditation Criterion #7 (*Support for Student Personal, Spiritual, and Academic Growth* that supports high achievement for all students.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)
- Key Outcome #3 (The assessment of the actual student program and its impact on student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations.)

To what extent is there support for student personal, spiritual and academic growth that supports high achievement for all students?

St. Didacus Parish School has a highly effective program that supports the spiritual and academic growth and achievements of the SLE's. The mission, philosophy, and Schoolwide Learning Expectations all address the needs of the whole child. Through the student surveys, the students realize that their teachers, principal, and pastor are kind and supportive. The pastor supports the students through celebrating Mass, teaching classes, administering the sacraments, and attendance at school activities.

Through activities such as shared reading, games, tutoring, discussions, and other community building and learning centered projects, the students have a respectful camaraderie with the other students in the school. The buddy system is utilized from preschool to the eighth grade. There is a strong sense of community among all students.

Faith formation is fostered in many ways including regular attendance at Mass, prayer services, 8th grade retreat, and sacramental preparation. The Student Council sponsors many activities that involve service. The students recognize the benefits of their service which facilitates their spiritual growth. Catholic identity permeates the school. Support services are provided to the students through a Title I teacher, Counselor, parent volunteers, and teacher assistants. The school provides a wide variety of extra curricular activities for all students. The Student Council provides leadership to students as another support system. St. Didacus Parish School offers a number of opportunities outside the school day such as choir, Scouts, art, drama, band, chess, karate, and Mad Science.

To what extent is an understanding of Church Doctrine and Catholic social teaching, and service encouraged and valued?

Student understanding of Church teaching and service emanates from the sequential core religion program. The approved teachers' manual identifies Church doctrine and Catholic social teaching enabling teachers to pass on to their students the doctrines of the Catholic Church. Teachers also utilize a wide variety of classroom methods, activities and resources to enhance their teaching which in turn provide faith-filled instruction for their students. Students are involved in a number of service projects where their faith is lived out in action. The basic catechist certification is required for all teachers of Religion at St. Didacus Parish School.

To what extent is Christian service active and visible?

Christian service at St. Didacus Parish School is very active and very visible. This is apparent through their participation in the Safety Patrol program, Peace Patrol, fundraising for Catholic Charities, Holy Childhood and the Missions. The students were able to articulate knowledge of their service projects and connection to Gospel values. Each classroom plans a service project for their room. There is a desire among the faculty to design a more formal, school-wide service program with a focus on making service more meaningful through prayer and reflection with a focus on the tie to the Gospel's call to serve.

Resource Management and Development

References:

- School Self-Study Chapter 4D (Resource Management and Development)
- Accreditation Criterion #4 (The acceptable progress by all students toward clearly defined schoolwide learning expectations, academic standards, and other institutional and/or governing authority expectations.)
- Accreditation Criterion #8 (*Resource Management and Development* that supports high achievement for all students.)
- Key Outcome #2 (The clarification of the school's mission, philosophy, and Schoolwide Learning Expectations.)
- Key Outcome #3 (The assessment of the actual student program and its impact on student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations.)

To what extent does resource management and development sustain the school's programs and support high achievement for all students?

St. Didacus Parish School has devised and implemented a highly effective and responsible use of its resources. They follow diocesan guidelines and sound business practices to ensure the future growth of the school. The principal in unison with the Advisory Board and Parish Finance Council, review proposed annual budgets. In addition, monthly budget reports are generated and reviewed. The Parent Teacher Group has established fundraising programs to support the operational costs of the school.

St. Didacus Parish School has a very active and supportive Development Committee. They have been involved in developing a Long-Range Strategic Plan. They continue to make efforts to seek creative ways to secure funds for Endowment and financial support from alumni.

A marketing program has been developed to attract prospective families. Post cards were sent out to all families within the zip code of the school and a booth at the Adams Street Fair had information available about the school. An Open House was also scheduled with parents giving tours.

St. Didacus Parish School is anticipating an eventual renovation of Mercy Hall. This will enhance instruction for students by providing a new library and art room, science lab, music room, P.E. storage, and resource room. Grant writing is currently underway to secure funds for this project.

The school plant is clean, functional, and well maintained. However, the school has identified a need to eventually replace the 70 year old building that is currently being used. In Spring, 2009, a building fund of \$7,000 was established to support this project and the renovation of Mercy Hall. In addition to these funds, an annual appeal is made to the supporters of St. Didacus Parish School for the purpose of tuition assistance, technology acquisition, and endowment.

Part IV: Summary and Recommendations

References:

- School Self-Study Chapter 4 (Analysis of School Program)
- School Self-Study Chapter 5 (School Improvement Action Plan)
- Accreditation Criterion #9 (The alignment of a long-range School Improvement Action Plan to the school's areas for critical growth to support high achievement of all students.)
- Key Outcome #4 (The development of a School Improvement Action Plan that addresses identified growth needs (critical areas for follow-up).)

Schoolwide Strengths/Critical Areas for Growth and Action Plan

Schoolwide Strengths

1. A strong Catholic identity which permeates all aspects of school life at St. Didacus Parish School.
2. The pastor for his active involvement in the faith formation of children and parents and his participation in a variety of school activities.
3. The principal for her spiritual leadership, dedication and commitment to all members of the St. Didacus Parish School community and for her support of high achievement for all students.

4. The faculty and staff for their dedication and commitment to the students of St. Didacus Parish School.
5. The parents for their dedication and service to St. Didacus Parish School.
6. The pastor, principal and faculty for their appreciation and celebration of their community diversity, both ethnic and socio-economic.
7. The students for their obvious pride in their school that is evidenced in their faith, service, and academic achievement.
8. The positive relationship between Parish and School that exemplifies a strong spirit of cooperation and mutual respect.
9. A curriculum driven by the Schoolwide Learning Expectations derived from the school's mission and philosophy which permeate the environment of the school.
10. The Development Committee for their creation of a long-range Strategic Plan that focuses on alumni, community outreach, marketing, and positive Public Relations.
11. The school's vision for its improvement in all areas: curriculum, plant, budget, and financial resources.

Critical Areas for Growth (identified by school)

1. More effective identification, accommodations, and tracking of students with specific needs to ensure academic growth for all students
2. Provide more professional growth opportunity through in-services and workshops, with a focus on school and individual teacher needs.
3. Design a formal school-wide service program with a focus on prayer and reflection with a tie to the Gospel's call to serve.

Critical Areas for Growth (identified by Visiting Team)

1. To provide a vice-principal to assist in the increasing demands of the principal so that high achievement for all students will continue to be achieved. Through interviews with the pastor, principal, faculty, and parents, a desire was expressed to have additional support for the principal. Funds have been allocated for this plan.

To what extent does the long-range School Improvement Action Plan align with and address the school's identified critical areas for growth in order to support high achievement of all students?

St. Didacus Parish School has designed an effective plan addressing each of the areas of growth which support high achievement for all students. The pastor, principal, staff, and parents have very effectively identified the areas of strength and the areas of growth needed to ensure high academic success for all students. It has been evident from our on-site visit and perusal of evidence that the school community is committed to on-going improvement and adherence to their Action Plan. Each of the target areas is addressed and a plan is set forth to ensure success at St. Didacus Parish School. Through our interviews with the stakeholders, it is evident that mutual trust and respect exist and that the Action Plan will be carried out.

We commend the principal and staff for identifying three critical areas of growth. After our observations and interviews with pastor, principal, faculty, and parents, the team is adding one additional area of growth. That is:

- To provide a vice-principal to assist in the increasing demands of the principal so that high achievement for all students will continue to be achieved.

Implement and Monitor School Improvement Action Plan

References:

- School Self-Study Chapter 2 (Progress Report)
- School Self-Study Chapter 5 (School Improvement Action Plan)
- School Self-Study Chapter 6 (Implementation of School Improvement Action Plan)
- Accreditation Criterion #10 (The capacity to implement and monitor the School Improvement Action Plan.)
- Accreditation Criterion #11 (The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.)
- Key Outcome #4 (The development of a School Improvement Action Plan that addresses identified growth needs (critical areas for follow-up).)
- Key Outcome #5 (The development and implementation of an accountability system for monitoring the accomplishment of the School Improvement Action Plan.)

To what extent does the school have the capacity to implement and monitor the School Improvement Action Plan?

St. Didacus Parish School has the ability to implement and monitor the School Improvement Action Plan very effectively. Through their collaboration and mutual respect, much was accomplished since the last visitation. It is evident through our process, that all stakeholders support this Action Plan.

The principal and faculty have very effectively demonstrated their willingness to address these target areas to ensure success for all students. Our on-site visit has assured the team that the Action Plan will become an integral part of their school.

What impediments, if any, must the school address in order to accomplish the School Improvement Action Plan?

The visiting team saw no impediments that would affect the implementation and accomplishment of the Schoolwide Action Plan. The team is confident based on our on-site visit, perusal of evidence, classroom observations, and review of the Action Plan that St. Didacus Parish School is on a road to continued success.